

Chadron State College
EDAD 639: Administrative Practicum
Post PIP Reflection
April 2015
Kellen Conroy

Internship Goal #1: Human Resources: I will develop a more profound professional understanding of human resources management an educational setting as it relates to administrative duties and responsibilities.

ISSLC Standard(s) Addressed: Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Learning Activities to Address Internship Goal: Anticipated Activities: Discussions with ESU #1 Administrator Dr. Bob Uhing, Analysis ESU #1 Master Agreement, Examination of hiring practices, Review of prior course materials (Personnel Administration), and Research on laws and policies relating to human resources management in schools.

Evidence to Document Attainment of Goal:

- Discussions with ESU #1 Administrator Dr. Bob Uhing
- Discussions with Margaret Sandoz and Angie Guenther – Niobrara Public Schools
- Attendance/Participation at appropriate ESU #1 meetings
- Analysis of ESU #1 Master Agreement and Employee Handbook.

Targeted Date for Completion of Goal: April 2015

Successful Goal Achievement Date: March 30, 2015

CSC Administrative Candidate: Kellen Conroy
Kellen Conroy

Mentor: Bob Uhing
Dr. Bob Uhing – ESU #1

Reflection Prior to Learning Experiences:

Upon completion of the ISSLC Self-Assessment Tool, I found that my knowledge and understanding of human resources management, especially the negotiations process in relation to administrative duties, is not where it should be at this point in my educational career. I have participated in negotiations meetings as a teacher in my former

educational setting, but have not had the opportunity to be involved in any administrative or board discussions relating to a master agreement and/or negotiations process. As a teacher attending our education association meetings, I would listen to the comments, proposals and requests of the other staff members and wonder what the next steps would be. From there, once the negotiation meetings had concluded and a master agreement had been approved, I merely signed my contract for the coming year and turned it back into our central office.

There have been many questions that have come to my mind while thinking about this goal and thoughts on how I can improve and grow professionally. The following list of questions is what I will use to help guide conversations and the selection of experiences to meet the needs of the educational institution and my professional growth:

What do the negotiations processes look like in different schools? How do schools actively recruit and retain highly qualified staff members? In terms of administrative duties and responsibilities, how does the negotiations process differ between certified and classified school employees and staff? What is the hiring process of certified and classified staff members in schools?

Reflection of Learning Experiences:

The most important asset that any company, business, or school has is in the people that make up the organization. People are the face of the organization, make up the culture/environment, and provide a vehicle for communication in a variety of settings. Throughout my educational career and learning experiences I have observed that people, whether in a school or business, have a need and desire for effective leadership. In schools the administrators must be looked upon as educational leaders that care for their

staff and are making the best possible decisions with the most accurate information and resources available.

Having the opportunity to have had conversations with administrators, mentors, and a business manager, human resource management is a monumental task that requires one to have a profound knowledge of the mission/vision of the organization, the culture of the organization, and a working knowledge of the legal responsibilities relating to human resources.

Human resources management is one area in which many teachers may not have a great deal of hands-on experience. I know that I would certainly fit into that category. But when one thinks about the importance of the people in the organization, human resource management should be one area in which teachers are more fully prepared for the challenges, conversations, and duties of being an educational leader will bring. As I continue to grow and develop into an educational leader it will be greatly important for me to exercise and model effective collaboration skills with additional administrators, business office personnel, and members of the faculty.

Internship Goal #2: Building Management: I will discover and apply appropriate, ethical, and logical methods of the fiscal operation and management of the school system.

ISSLC Standard(s) Addressed: Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Learning Activities to Address Internship Goal: Anticipated Activities: Interview with ESU #1 Business Manager Lisa Salmon, Discussions relating to fiscal management and operation with ESU #1 Administrator Bob Uhing, Interview with Margaret Sandoz and Angie Guenther in relation to the building process and fiscal responsibilities of administrators.

Evidence to Document Attainment of Goal:

- Interviews with selected administrators/managers scheduled and completed
- Budget reviews, attendance at and reflection of ESU#1 and local school board meetings.
- Attendance at ESU #1 Board Meeting and Budget Hearing (9/16/14)
- Analysis of ESU #1 2014 – 15 Budget
- Discussion with Dr. Bob Uhing in relation to ESU #1 2014 – 15 Budget
- Discussion with Margaret Sandoz and Angie Guenther in relation to school budget process
- Interview with ESU #1 Office Manager, Lisa Salmon
- Elected NATS Secretary (Nebraska Association of Teachers of Science) 2014-15

Targeted Date for Completion of Goal: April 2015**Successful Goal Achievement Date:** March 26, 2015**CSC Administrative Candidate:** Kellen Conroy**Kellen Conroy****Mentor:** Margaret Sandoz**Margaret Sandoz – Niobrara Public Schools****Mentor:** Angie Guenther**Angie Guenther – Niobrara Public Schools****Reflection Prior to Learning Experiences:**

In terms of growth and improvement, the fiscal operation and management of the school system is one area in which I did not need the ISLLC Self-Assessment Tool's help in the establishment and determination of a goal in this greatly important administrative category. It is funny how things work themselves out in life. Discovering and developing a much deeper understanding of appropriate, ethical, and logical methods of the fiscal operation and management of a school system was a goal that I had originally established for myself prior to the beginning of this course and my practicum experiences.

I believe that the emphasis placed upon and importance of setting this goal stems from the lack of experience that I have within this administrative area. My experience relating to the management and operation of budgets relates to athletic camps and

managing the fund generated in an appropriate way through the school system. I have not had the opportunity to be a part of a school system budget operation, development, and/or management process at this point in my educational career. Budgets, fiscal management, and appropriate operation of a school system are critical responsibilities that administrators must address on a daily basis.

I believe that through learning experiences such as discussions with administrators and business managers in relation to the fiscal operation and management of a school system will begin to provide me a better look into appropriate fiscal management. Also, by participating in the budgeting process for our educational service unit, will foster my professional growth in the area of responsible fiscal management and operation of a school system.

Reflection of Learning Experiences:

Effective fiscal operation and building management are two very important responsibilities of building administrators and educational leaders. Not only are principals looked upon as instructional leaders, they must also possess effective building management skills and find the balance between the two critical responsibilities for the benefit of the students, teachers, staff, school, and community.

Reflecting upon my experiences with effective fiscal operation, I feel more confident in this area that I did prior to any of the learning opportunities that were presented during my practicum experience. Just like hands-on human resource management can be a lacking area for teachers, fiscal operation can be closely compared. Classroom teachers typically are not in control of budgets unless they are also a coach, activity sponsor, or treasurer for an organization.

Throughout my learning experiences I had the opportunity to speak with my mentors and ESU #1's business manager about fiscal operation of school systems. The ESU level of fiscal operation looks different than a public school and that was noted throughout conversations. Having a knowledgeable business manager can make fiscal operations much more manageable for new and veteran administrators. ESU #1 is very fortunate to have a very high quality and effective business manager.

Effective building operation and management is on the flip side of fiscal responsibilities. Educational leaders must ensure that the management of the building is being completed in a collaborative, effective, and efficient way. I had the opportunity to shadow Mrs. Angie Guenther and Mrs. Margaret Sandoz (Niobrara Public Schools) and witness their building management styles in action. It was great to see how practicing administrators effectively manage day-to-day operations in their respective buildings. Building management, considering my experiences with Marzano's Principal Instructional Leadership Series, my own classroom experiences, and job shadowing of mentors, would be one area in which I feel most confident. However, things can look great on paper, yet when put into action fail miserably. The art of building management must be practiced and crafted throughout one's educational leadership career.

Internship Goal #3: Collaboration: I will model community/educational collaboration by volunteering on local school district's PTO (Parent-Teacher Organization).

ISSLC Standard(s) Addressed: Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Learning Activities to Address Internship Goal: Anticipated Activities: Attendance at PTO meetings and events, facilitation and sponsorship of PTO events, develop a PTO

as well. As an instructional leader I believe that it is important to “walk the walk.” If you expect something to happen, take place, or be started in a school, you better roll up your sleeves and get to work with everyone else. I strongly believe that the PTO that is trying to get off of the ground in our community is a great thing and if we can come together for our students, a great partnership will be born between our community and school.

Reflection of Learning Experiences:

Serving as the co-president of the Pender PTO has brought many interesting learning opportunities and challenges my way. As a graduate of the school, community member, parent of two students attending the school, son of a father that still teaches in the school, and as a ESU #1 Staff Developer assisting the school; it is sometimes difficult for people to decipher what my role as the co-president is. I have done my best to act a parent and leader for the organization but at times I wonder if the community and other members see it that way based upon questions and requests directed towards me.

One of the biggest components of my learning was in relation to collaborative partnerships. Collaborative partnerships can be a fantastic opportunity for a school and a community organization, business, or group to partner for the benefit of each organization and for the benefit of the community. During my experience in working with and leading the PTO, there was an opportunity for a collaborative partnership with another school-affiliated community group. The idea and proposal of the partnership started off on a positive note and there was some energy behind the movement. Over time, the partnership began to be questioned and issues that may not have been able to be overcome became more known. At no fault of anyone in either group, it was best that each group continue to serve the community and school on its own.

questionnaire for parents, students, and staff, and to seek leadership roles within the newly organized parent-teacher organization.

Evidence to Document Attainment of Goal:

- Successful implementation of PTO community/school events
- Attendance at scheduled PTO meetings and events
- Distribution of PTO brochure/informational flyer
- Organization and analysis of PTO questionnaire, communication and collaboration with community in relation to the PTO purpose, mission, and vision.
- Elected Co-Chair of Pender PTO.
- Responsible for PTO Meeting Agendas through the use of Google Docs.
- Responsible for facilitating PTO meetings on a monthly basis.

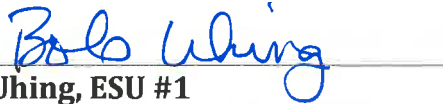
Targeted Date for Completion of Goal: 2014-15 Academic Year (April 2015)

Successful Goal Achievement Date: March 30, 2015

Chadron State College Administrative Candidate:
Kellen Conroy



Mentor:
Dr. Bob Uhing, ESU #1



Reflection Prior to Learning Experiences:

Schools are often the focus points of communities both large and small. The importance of a positive working relationship between the school and community is vital to the existence of both. When one truly analyzes a community, the one thing he or she will research is the school. How does the school interact with the community and vice versa? As a member of the education profession and a parent of two students, one in preschool and the other in elementary school, I have discovered the growing importance of positive collaboration between the school and the community.

During our local school's open house this week (Aug. 19, 2014) there was an opportunity to sign up for the Parent-Teacher Organization (PTO) that was trying to be started and organized for the upcoming year. As an educator and parent I see the importance of the needed collaboration between the community and school. I was the first person to sign up for organization membership and hoped that others would follow

While working in a leadership capacity in the PTO for the school year I have learned a great deal about working with outside organizations, people who have their own agendas, alliances among groups, and how to have needed professional conversations with a group when a division of ideas has come about. I strongly feel that by serving this form of a leadership role has better prepared me as an educational leader to work with many different types of people, organizations, and ideas on how to best serve the students, school, and community.

Internship Goal #4: Legal/Legislative Responsibilities: I will develop a deeper understanding of government legislation and laws affecting education and requirements of today's educators by creating a professional learning network.

ISSLC Standard(s) Addressed: Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Learning Activities to Address Internship Goal: Anticipated Activities: Review of Nebraska State Legislation such as LB 438, attend conferences/meetings within the ESU affiliate organizations in relation to legislation and educator requirements, attendance and co-facilitation of ESU #1 administrator meetings which discuss current legislation, discussion with state board of education member (in conjunction with ESU #1 administrator meetings), discussions with ESU #1 Administrator Dr. Bob Uhing in relation to how he receives and stays current with legislative news /updates.

Evidence to Document Attainment of Goal:

- Conversations with administrators, board of education members, and ESU affiliate representatives.
- Build an educational network that provides legislative updates, news, and information with the use of ESU #1 resources, social media (Twitter), other administrators, and professional organizations such as ASCD, Learning Forward, NCSA, and NDE.
- Joined NCSA (Nebraska Council of School Administrators)
- Follow NCSA – Mike Dulaney on Twitter
- Phone Conversation with Rex Schultze, School Law Attorney in reference to School Law for Administrators
- Following Karen Haase, School Law Attorney on Twitter
- Article Review: After Decades of Action, Supreme Court Cools on School Cases, Education Week Sept. 30, 2014

Targeted Date for Completion of Goal: April 2015

Successful Goal Achievement Date: March 30, 2015

CSC Administrative Candidate:
Kellen Conroy

Mentor:
Dr. Bob Uhing, ESU #1

Reflection Prior to Learning Experiences:

School law and legislation that affects how we do things in our classrooms, schools, and districts should always be in the minds of not only administrators, but educators of all levels and abilities. In the age of accountability in relation to high-stakes assessment, reporting, and social issues, both teachers and administrators must stay connected and informed to current legislation and litigation that affects schools on a daily basis.

As a professional goal, I want to develop a deeper understanding of school law and current educational legislation impacts administrators, teachers, and students on a daily basis. Throughout my course work at Chardon State College I had the opportunity to participate in School Law (EDCI 638) and was research and analyze how past litigation and court decisions have had an impact on the education of today's students. When pondering about pursuing an administrative degree, I asked my former building principal and superintendent what their views of school law were and the response was almost identical: when and if there is a question or situation, call the school lawyer. After thinking hard about those discussions and comments, I believe that it is useful for schools to have the support of a trusted person or law firm in relation to school law. But as an educational leader, I want to stay current with what is happening in the court systems and

our state and federal government that has an impact on the school. The question is how to appropriately do that while not only being the building manager and instructional leader?

Reflection of Learning Experiences:

The use of professional organizations such as Nebraska Council for School Administrators and social networks such as Twitter have helped me stay informed with current events relating to school law, legislation, and relevant updates/news. At the beginning to the practicum experience, I joined the Nebraska Council for School Administrators (NCSA) and have the opportunity to attend Administrator Days this summer in Kearney due to my position at ESU #1. Currently, I receive legislative updates via email from Mike Dulaney. Mike provides relevant and up-to-date information relating to legislation that could have an impact on education, being proposed and/or voted on in Nebraska's Unicameral. These updates are a quick and efficient way to stay caught up to speed in terms of legislative issues relating to education. In addition to Mike's emails, I also receive Rachel Wise's State Board of Education updates after the meetings. Rachel is the board representative for our area and I have had the opportunity to meet her at an administrator's meeting held at ESU #1 last year.

One might not think so, but Twitter has greatly helped my understanding of school law. I have followed Karen Haase a well-know school law attorney in the state of Nebraska. Karen often tweets out updates, presentation slides, and comments relating to school law, digital citizenship, and items to be aware of. The use of social media is on the rise in today's age. Getting one's message out through a widely used medium is an

efficient way to help teach others. As stated before, I did not think that Twitter would aid much in my understanding of school law, but following Karen Haase on Twitter has brought new learning experiences.
